St Barnabas C of E Primary School, Sport, Health and Exercise Curriculum Intent

Each Child is Uniquely Created and Loved by God

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding relating to Sport, Exercise and Health. Teaching and learning will focus on the application of fine and gross motor skills and the development of an understanding of how to make informed decisions and lead a healthy lifestyle. Key concepts such as spatial awareness, co-ordination, balance, flexibility, strength, speed, agility, tactical awareness, health, hygiene and the importance of building positive relationships will be developed as children move up the school. Problem solving activities are integrated into all areas of the Sport, Exercise and Health Curriculum and pupils will be actively taught to make choices and manage risk. All St Barnabas' pupils will take part in competitive physical activity, either at intra-class, inter-house or inter-school level. The Sport, Health and Exercise curriculum provides opportunities for pupils to perform fluently and aesthetically and affords pupils with the opportunity to lead and act with agency. Individual and team accomplishments are recognised and celebrated in order to help promote a positive sense of self, based on personal and collective achievement. As part of the Sport, Exercise and Health Curriculum, pupils are taught about the importance of diet, exercise and lifestyle in relation to mental and physical wellbeing. Pupils are encouraged and supported to make positive choices which reflect this understanding.

In order to ensure that pupils gain a deep and broad understanding of Sport, Exercise and Health and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon:

Sport and	Teamwork and	Control	Movement	Decision	Health and
Competition	Tactics			Making	Fitness

EYFS

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Area Gross motor skills	I can move safely. I can stop safely. I am becoming aware of the space around me. I can demonstrate strength, balance and coordination when I am playing. I can move in a variety of ways. I can use ride on toys	As part of the Physical Development component of the EYFS framework, pupils will develop their gross motor skills through a variety of opportunities and games. They will have daily access to the inside and outside environments to allow this to happen. The development of gross motor skills will allow pupils to develop their fine motor skills and to access a variety of physical activities as they move further up the school. In Year 1, pupils will build on these skills to further develop their control and co-ordination in larger movements.	Movement Run Walk Jump Climb Skip Hop Dance Stop Space Slow Fast Quick Speed Bike Scooter Pedal Scoot
Fine Motor Skills	I can manipulate a variety small of tools. I can hold a pencil effectively with a dominant hand. I can make marks with a variety of tools. I can begin to show accuracy. I can begin to form recognisable letters.	As part of the <u>Physical Development</u> component of the EYFS framework, pupils will develop their fine motor skills through a variety of opportunities and games. They will have daily access to the inside and outside environments to allow this to happen. The development of fine motor skills will allow pupils to develop accuracy when using a variety of small tools, for example, pencils, paintbrushes and scissors. In Year 1, pupils will build on these skills to further develop their control and accuracy in English, Design and the Arts and Sport, Exercise and Health.	Control Squeeze Pinch Pick up Pens Pencils Paintbrush Scissors Knife Fork

Movement	I can throw and kick in	As part of the Physical Development component of the	Sport and Competition	Movement
and Games	different ways.	EYFS Framework, pupils will handle equipment and	Score	Stop
		tools effectively and to show good control and co-	Ball	Go
	I can catch a large ball	ordination in large and small movements.	Stick	Move
	with two hands.		Bat	Bounce
		In Yr1, pupils will build on these skills and learn to	Ноор	Throw
	I can move and stop	master throwing and catching and moving their bodies	Bean bag	Catch
	safely.	with greater precision and purpose- including the	Track	Push
	Ĭ	beginnings of game-like situations and athletic events.	Lanes	Hit
	I can repeat actions and	Pupils also learn to strike a ball with a bat. Pupils are	Race	Roll
	skills.	taught to repeat actions and skills and use specific	Finishing line	Slow
		equipment safely.		Fast
	I can move with control			Run
	and care.			Jump
				Нор
	I can use equipment			Land
	safely.			Roll
	Ť			Spin
				Step
				Turn
Balance	I can move my body into	As part of the Physical Development component of the	Sport and Competition	Movement
Balance Activities	I can move my body into a variety of positions.	As part of the Physical Development component of the EYFS Framework, pupils will learn to show good	Sport and Competition Gymnastics	Movement Roll
	, ,	EYFS Framework, pupils will learn to show good		Roll
Activities (Gymnastics,	, ,			
Activities	a variety of positions.	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements	Gymnastics	Roll Spin
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely	Gymnastics Control	Roll Spin Travel
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely	Gymnastics Control Balance	Roll Spin Travel Walk
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space.	Gymnastics Control Balance Still	Roll Spin Travel Walk Crawl
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing.	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement	Control Balance Still Copy	Roll Spin Travel Walk Crawl Step
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated	Control Balance Still Copy Repeat	Roll Spin Travel Walk Crawl Step Jump
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl	Roll Spin Travel Walk Crawl Step Jump Roll
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch	Roll Spin Travel Walk Crawl Step Jump Roll Slide
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist
Activities (Gymnastics, Yoga,	a variety of positions. I can control my body when travelling and balancing. I can roll, curl, travel and	EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their	Control Balance Still Copy Repeat Curl Stretch Still	Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist

Dance	I can move to music.	As part of the Physical Development component of the	Sport and Competition
		EYFS Framework, pupils will learn to show good	Dance
	I can copy dance moves.	control and co-ordination in large and small movements	
		and move confidently in a range of ways, safely	Control
	I can move safely in a	negotiating space. As part of the Expressive Arts and	Сору
	space.	<u>Design</u> component of the EYFS curriculum pupils have	Repeat
		regular opportunities to engage with the arts, enabling	Again
		them to explore and play with a wide range of media	
		and materials. The quality and variety of what children	Movement
		see, hear and participate in is crucial for developing	Routine
		their understanding, self-expression, vocabulary and	
		ability	
		to communicate through the arts.	
		In Yr1, pupils move to music, copy specific movements	
		and create their own dances. They also develop a deeper	
		understanding of how to move safely.	
Health and	I can talk about how my	As part of the Physical Development component of the	Health and Fitness
T211	hadre faala derring on	EYFS Framework, pupils will learn about the	D (1. t
Fitness	body feels during an		Breathing
rimess	activity.	importance of physical exercise and a healthy diet and	Heart
rimess	activity.	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe.	Heart Chest
rimess	activity. I can talk about why it is	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene	Heart Chest Faster
rimess	activity.	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and	Heart Chest Faster Slower
rimess	activity. I can talk about why it is important to stay clean.	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the	Heart Chest Faster Slower Hand washing
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal , Social and Emotional component of the EYFS	Heart Chest Faster Slower Hand washing Germs
rimess	activity. I can talk about why it is important to stay clean.	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal , Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their	Heart Chest Faster Slower Hand washing Germs Sick
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices.	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal , Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently.	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes that occur during exercise and follow single step	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist Clean
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist Clean Dirty
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes that occur during exercise and follow single step	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist Clean Dirty Brush
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes that occur during exercise and follow single step	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist Clean Dirty Brush Toothbrush
rimess	activity. I can talk about why it is important to stay clean. I can talk about healthy food choices. I can talk about why it is important to look after	importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the Personal, Social and Emotional component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently. In Yr1, pupils will explore the physiological changes that occur during exercise and follow single step	Heart Chest Faster Slower Hand washing Germs Sick Healthy choices Not so healthy choices Teeth Dentist Clean Dirty Brush

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		ary
Movement and Games	I can throw underarm.	As part of the Physical Development component of the EYFS Framework, pupils have already learned to handle	Sport and Competition	Movement Stop	Decision Making Better
	I can throw and catch	equipment and tools effectively and to show good	Attack	Go	Best
	with both hands.	control and co-ordination in large and small movements.	Defend	Move	Improve
		In Yr1, pupils build on these skills and learn to master	Score	Travel	Under arm
	I can throw and kick in	throwing and catching and moving their bodies with	Ball	Pass	Over arm
	different ways.	greater precision and purpose- including the beginnings	Stick	Throw	Speed
	-	of game-like situations and athletic events. Pupils also	Bat	Catch	_
	I can hit a ball with a bat.	learn to strike a ball with a bat. Pupils are taught to	Ноор	Push	Health and
		repeat actions and skills and use specific equipment	Bean bag	Hit	Fitness
	I can move and stop	safely. Pupils will build on this understanding in Yr2	Hockey	Roll	Strength
	safely.	when they learn to hit, kick or roll a ball during a game.	Goal	Slow	Flexibility
		In Yr2 pupils also learn the skills and tactics required to	Pitch	Fast	Warm Up
	I can repeat actions and	use these skills in games and game-like situations.	Athletics	Run	
	skills.		track	Jump	
		In Yr1, cross curricular links can be made with the	lanes	Нор	
	I can move with control	Design and the Arts curriculum in which pupils are	race	Land	
	and care.	challenged to use fine motor skills to develop control	finishing line	Roll	
		and care.		Spin	
	I can use equipment		Teamwork and	Step	
	safely.	<u>Further cross curricular links can be made with the</u>	Tactics	Turn	
		Outdoor Learning curriculum in which pupils move	Communicate		
		with precision and purpose in order to play games that		Control	
		explore the natural environment. Further links can be		Balance	
		made to the Outdoor Curriculum in which pupils are		Accuracy	
		taught to use equipment safely.		Grip	
				Ready position	

Gymnastics	I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.	As part of the Physical Development component of the EYFS Framework, pupils have already learned to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their bodies in order to create balances. Pupils will build upon these skills in Yr2 by creating gymnastic sequences involving movement and balance. In Yr2, pupils also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback.	Sport and Competition Gymnastics Control Balance Still Copy Repeat Curl Tense Stretch Relax	Movement Action Roll Sequence Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist Swing Sequence	Health and Fitness Strength Flexibility Warm Up
Dance	I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.	As part of the Physical Development component of the EYFS Framework, pupils have already learned to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils move to music, copy specific movements and create their own dances. They also develop a deeper understanding of how to move safely. Pupils build on this learning in Yr2 when they explore how to control the rhythm, speed. level and direction of their movements. In Yr2 they also explore how to link series of movements together and to associate movement with moods and emotions. In Yr1, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils are taught to recognising hazards and their associated risks and follow rules and procedures designed to keep them safe.	Sport and Competition Dance Control Copy Repeat	Movement Routine Decision Making Creativity Safe Space	Health and Fitness Strength Flexibility Warm Up

Health and	I can talk about how my	As part of the Physical Development and Personal Social	Decision Making	Health and Fitness
Fitness	body feels during an	and Emotional Development components of the EYFS	Choice	warm up
	activity.	Framework, pupils will learn the importance of physical	Healthy choices	breathing
		exercise and a healthy diet and will be able to talk about	Unhealthy choices	heart
	I can follow a series of	ways to keep healthy and safe. They will be able to		chest
	single step instructions to	manage their own basic hygiene and personal needs		muscles
	prepare a healthy snack	successfully, including dressing and going to the toilet		healthy
		independently. In Yr1, pupils explore the physiological		diet
		changes that occur during exercise and follow single		balanced diet
		step instructions for how to produce a healthy snack. In		
		Yr2, pupils will build on this learning when they explore		
		how to exercise safely and learn how to use a recipe to		
		make a healthy snack.		
		In Yr1, cross curricular links can be made with the		
		Science and Computing curriculum in which pupils are		
		taught to identify, name, draw and label the basic parts		
		of the human body.		
		Further cross curricular links can be made with the		
		Wellbeing Curriculum in which pupils talk about how		
		taking exercise, eating healthily, spending time outdoors		
		and praying or meditating can be good for their feelings		
		* * * * * * * * * * * * * * * * * * * *		

Curriculum	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		ary
Area	T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		0 1		D 11 3411
Games	I can use hitting, kicking	In Yr1, pupils learn how to master throwing and	Sport and	Control	Decision Making
	and/or rolling in a game.	catching and moving their bodies with a degree of	Competition	Balance	Under arm
		precision and purpose. Pupils also learn how to strike	Attack	Accuracy	Over arm
	I can decide the best space	a ball with a bat. In Yr2, pupils build on this learning	Defend	Сору	Pass Selection
	to be in during a game.	by using hitting, kicking and/or rolling in a game or	Score	Repeat	Chest Pass
		game-like situation. They are taught, or learn, specific	Runs	Grip	Bounce Pass
	I can use a tactic in a game.	tactics that can improve their chances of success and	Football	Ready position	Shoulder Pass
		learn how to follow the rules of a variety of games.	Hockey	Stance	Overhead pass
	I can follow rules.	Pupils build upon this learning In Yr3 when they learn	Netball		Rugby Pass
		to throw and catch with increased precision and for a	Rugby	Movement	Pop Pass
		specific purpose. In Yr3, pupils will also build upon	Cricket	Pass	Grubber Pass
		their tactical awareness and consider how their	Ball	Throw	Push Pass
		positioning can support the success of their teammates.	Stick	Release	
		In Yr3 pupils will also gain an understanding of how	Bat	Catch	Health and
		rules need to be applied fairly and the role that a	Ноор	Receive	Fitness
		referee or umpire play in this process.	Goal	Field	Strength
			Net	Push	Flexibility
		In Yr2, cross curricular links can be made to the	Tag Belt	Hit	Warm Up
		Outdoor Learning Curriculum in which pupils are	Invasion	Strike	Cool-down
		challenged to invent, play and lead their own outdoor	Pitch	Roll	
		games.	Court	Run	
			Rules	Jump	
			Batter	Land	
			Bowler	Pivot	
			Fielder	Step	
				Turn	
			Teamwork and	Dodge	
			Tactics	Dribble	
			Communicate	Shoot	
			Marking	Tackle	
			Pass and Move	Tag	
			Possession		
			Support		

Gymnastics	I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner.	In Yr1, pupils learn how to refine their movement skills and perform controlled and repeated sets of movements. They also learn how to control their bodies in order to create balances. In Yr2, pupils learn how to creating gymnastic sequences involving movement and balance. They also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback. Pupils will build upon this learning in Yr3 when they learn to adapt sequences to suit different types of apparatus and criteria. They are also taught how to reflect upon and compare the effectiveness of routines- considering how strength and suppleness affect performance. In Yr2, cross curricular links can be made with the Evaluation component of the Design and the Arts curriculum in which pupils are taught to recognise, describe and evaluate key features of their own work and the work of others.	Sport and Competition Gymnastics Apparatus Control Balance Strength Flexibility Points of Contact Copy Repeat Curl Tense Stretch Relax	Movement Action Roll Sequence Spin Travel Walk Step Jump Slide Turn Twist Swing Star Tuck Sequence	Safe Risk Space Level Speed Shape Health and Fitness Strength Flexibility Warm Up Cool-down
Dance	I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.	In Yr1, pupils learn to move to music, copy specific movements and create their own dances. They also develop an understanding of how to move safely. In Yr2, pupils explore how to control the rhythm, speed, level and direction of their movements. They also explore how to link series of movements together and to associate movement with moods and emotions. Pupils will build upon this understanding in Yr3 when they learn to improvise freely and translate ideas from a stimulus into movement. They will also learn how to remember, repeat and perform actions and work alongside a partner or small group.	Sport and Competition Dance Control Copy Repeat Extension Coordination Freeze Frame Consistency	Movement Step Routine Gesture Decision Making Level Speed Rhythm Creativity Safe Space Mood Feeling Count/Set	Health and Fitness Strength Flexibility Fitness Warm Up Cool-down

Movement Athletics	I can copy and remember actions. I can talk about what is different from what I did and what someone else did.	In Yr1, pupils learned to copy and repeat actions and skills with increased control and care. They were also taught how to use specific equipment effectively and safely. Now pupils are taught to remember specific movements and reflect upon their fluency. Pupils will build on these skills in Yr3 when they practise running at different speeds and changing speed and direction. They will also learn to take part in a running relay. In Yr2, cross curricular links can be made with the Evaluation component of the Design and the Arts curriculum in which pupils are taught to recognise, describe and evaluate key features of their own work and the work of others.	Sport and Competition Athletics Javelin Shotput Track Race Field Finishing line Lanes	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Movement Run Sprint Jump Throw Push Release Power	Safe Risk Space Health and Fitness Exercise Training Muscular strength Short term effect Long term effect
Health and Exercise	I can talk about how to exercise safely, and how my body feel during an activity. I can follow a simple recipe, with the support of an adult, to prepare a healthy snack.	In Year 1, pupils learned to explore the physiological changes that occur during exercise and how to follow single step instructions for how to produce a healthy snack. In Yr2, pupils explore how to exercise safely and learn how to use a recipe to make a healthy snack. Pupils will build upon this understanding in Yr3 when they learn why warming up before an activity is important. Pupils learn to independently follow a recipe to prepare a healthy snack and develop a better understanding of how to eat a balanced diet. In Yr2, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught describe the basic needs of animals, including humans, for survival (water, food and air) and to describe the importance for humans of exercise and eating the right amounts of different types of food.	Decision Making Choice Healthy choices Unhealthy choices Space Safe	Health and Fitness Exercise Training Muscular strength Warm up Breathing Heart Chest Muscles Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Short term effect Long term effect Warm-up Cool-down	

Curriculum	Coverage	Curriculum Progression and Linkage	Key Concepts a	nd Vocabulary	
Area	I can throw and catch with	In Very municular mentages have to use hitting highing and/or	Concept and	Teamwork and Tactics	Decision Making
Games	control.	In Yr2, pupils learn how to use hitting, kicking and/or rolling in a game or game-like situation. They are	Sport and Competition	Communicate	Under arm
	control.	taught, or learn, specific tactics that can improve their	Invasion	Strategy	Over arm
	I am aware of space and	chances of success and learn how to follow the rules of	Striking and fielding	Marking	Pass Selection
	can use it to support team-	a variety of games. In Yr3, pupils learn to throw and	Football	Pass and Move	Chest Pass
	mates and to cause	catch with increased precision and for a specific	Hockey	Possession Width	Bounce Pass
	problems for the	purpose. Pupils also build upon their tactical awareness	Netball	Scanning	Shoulder Pass
	opposition.	and consider how their positioning can support the	Rugby	Depth	Overhead pass
	opposition.	success of their teammates. Pupils also gain an	Tag Belt	Support	Rugby Pass
	I know and can use rules	understanding of how rules need to be applied fairly	Try		Pop Pass
	fairly.	and the role that a referee or umpire play in this	Cricket	Movement	Grubber Pass
	iamy.	process. Pupils build upon this understanding in Yr4	Batter	Release Receive	Push Pass
		when they learn to throw, catch and hit a ball with	Bowler	Trap	Slap Pass
		greater accuracy and catch with one hand. In Yr4 pupils	Fielder	Field	Intercept
		will also learn to develop their tactical awareness by	Fielding	Push	Short Barrier
		adapting skills depending on the context of the game.	Stumps	Strike	Long Barrier
		adapting skins depending on the context of the game.	Wicket	Pivot	Long Darrier
		In Yr3, cross curricular links can be made with the	Run(s)	Dodge Dribble	Health and
		Outdoor Learning Curriculum in which pupils create	Out/dismissed	Shoot	Fitness
		their own games designed to explore the natural	Rules	Tackle	Strength
		environment.	Referee	Tag	Flexibility
		environment.	Umpire	Backlit	Warm Up
		Further cross curricular links can be made with the	Re-start	Follow through Strike	Cool-down
		Science and Computing curriculum in which pupils	Throw-in	Bowl	Fitness
		explore forces that require contact between two objects.	Corner	Agility	Exercise
		Pupils can explore how force is required to throw and	Goal kick		Training
		catch a ball.	Centre	Control	Muscular
		Catch a ban.	Side-in/hit-in/push-	Balance	strength
			in	Strength Consistency	Short term effect
			Free hit	Accuracy	Long term effect
			Foot foul	Сору	Long term enect
			Handball	Repeat	
			Footwork	Grip	
			Obstruction	Ready position Stance	
			Costruction	Statice	
				l	

Gymnastics	I can adapt sequences to suit different types of apparatus and criteria. I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences.	In Yr2, pupils learn how to create gymnastic sequences involving movement and balance. They also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback. In Yr2, pupils learn to adapt sequences to suit different types of apparatus and criteria. They are also taught how to reflect upon and compare the effectiveness of routines-considering how strength and suppleness affect performance. Pupils build upon this understanding in Yr4 when the learn to include a change of speed and direction and a range of shapes to create more controlled performances. Pupils will also learn to create, repeat and improve a sequence with at least three phases. In Yr3, Cross curricular links can be made with the Evaluation component of the Deign and the Arts curriculum in which pupils reflect upon their own work in order to improve it and use increasingly sophisticated language to do so. Further cross curricular links can be made with the Science and Computing curriculum in which pupils learn about the role that skeletons and muscles play in the support, protection and movement of the human body.	Sport and Competition Gymnastics Apparatus Control Balance Strength Flexibility Extension Points of Contact Still Freeze Frame Copy Repeat Curl Tense Stretch Relax	Movement Action Roll Sequence Spin Travel Step Gesture Twist Pin Tuck Swing Star Tuck Sequence	Safe Risk Space Trigger Transition Linking Unison Matching Mirroring Level Speed Shape Health and Fitness Strength Flexibility Warm Up Cool-down
Dance	I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.	In Yr2, pupils explore how to control the rhythm, speed, level and direction of their movements. They also explore how to link series of movements together and to associate movement with moods and emotions. In Yr3, pupils learn to improvise freely and translate ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. Pupils will build upon this learning in Year 4 when they learn to take the lead when working with a partner or group. They will also develop their ability to use dance to communicate an idea.	Sport and Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency	Movement Step Routine Gesture Movement- Memory Transfer of Weight	Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan Health and Fitness Strength Flexibility Fitness Warm Up Cool-down

Movement Athletics	I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do.	In Yr2, pupils are taught to remember specific movements and reflect upon their fluency. In Yr3 they practise running at different speeds and changing speed and direction. They also learn to take part in a running relay. Pupils will build upon this understanding in Yr4 when they learn how to run at an appropriate pace over a specific distance. They will also learn to throw and jump in new and different ways. In Yr3, cross curricular links can be made with the Science and Computing curriculum in which pupils learn about the role that skeletons and muscles play in the support, protection and movement of the human body. Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore forces that require contact between two objects. Pupils can explore how force is required to start, stop and change the direction of the human body.	Sport and Competition Athletics Cross Country Javelin Shotput Track Race Field Relay Baton Relay Changeover Hurdles	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Pacing Movement Run Sprint Jump Throw Push Release Power Acceleration Reaction time Endurance Agility	Safe Risk Space Pacing Health and Fitness Exercise Training Muscular strength Muscular endurance Short term effect Long term effect
Swimming Health and Exercise	I can give reasons why warming up before an activity is important. I can independently follow a recipe to prepare a healthy snack. I can identify food which, if consumed in excess, are unhealthy.	In Yr2, pupils explore how to exercise safely and learn how to use a recipe to make a healthy snack. In Yr3, pupils learn why warming up before an activity is important. Pupils also learn how to independently follow a recipe to prepare a healthy snack and develop a better understanding of how to eat a balanced diet. Pupils build upon this understanding in Yr4 when they learn to describe the short-term physiological effects exercise has on my body. Pupils will also learn about different food groups and the importance of eating a balanced diet. Pupils will use and apply this understanding when planning/preparing a meal that includes a variety of food groups.	Decision Making Choice Healthy choices Unhealthy choices	Health and Fitness warm up Cool-down Short term effect Long term effect Breathing Heart Heart rate Blood Oxygen Lungs Injury Recovery Muscles Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Hydration	

Curriculum	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Curriculum Area Games	I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately with control. I can keep possession of	In Yr3, pupils learn to throw and catch with increased precision and for a specific purpose. Pupils also build upon their tactical awareness and consider how their positioning can support the success of their teammates. Pupils also gained an understanding of how rules need to be applied fairly and the role that a referee or umpire play in this process. In Yr4, pupils learn to throw, catch and hit a ball with greater accuracy and catch with one hand. Pupils also learn to develop their tactical awareness by adapting skills depending on the context of	Sport and Competition Invasion Striking and fielding Batter Bowler Fielder Fielding Stumps Wicket Run(s) Out/dismissed Over Innings	Teamwork and Tactics Communicate Strategy Pressure Cover Marking Pass and Move Possession Width	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass
	I can vary tactics and adapt skills depending on what is happening in a game.	the game. Pupils will build upon this understanding in Yr5 when they learn strategies for gaining possession by working a team. They will also develop a variety of strategies for passing, dribbling and shooting. Pupils will develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils will develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending. In Yr4, cross curricular links can be made with the Outdoor Learning curriculum in which pupils will be challenged to use and apply tactics when performing in their own games designed to explore the natural environment.	Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in free hit foot foul handball footwork Obstruction wide no ball forward pass knock-on in-touch Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance	Scanning Depth Support Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl Agility Transfer of weight	Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Intercept Short Barrier Long Barrier Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training Muscular strength Short term effect Long term effect

Gymnastics	I can work in a controlled	In Yr3, pupils learn to adapt sequences to suit different	Sport and	Movement	Decision Making
	way.	types of apparatus and criteria. They are also taught how	Competition	Action	Safe
	,	to reflect upon and compare the effectiveness of routines-	Gymnastics	Roll	Risk
	I can include a change of	considering how strength and suppleness affect	Apparatus	Sequence	Space
	speed and direction.	performance. Now pupils learn to include a change of		Spin	Trigger
		speed and direction and a range of shapes to create more	Control	Travel	Transition
	I can include a range of	controlled performances. Pupils also learn to create,	Flexibility	Step	Linking
	shapes.	repeat and improve a sequence with at least three phases.	Extension	Gesture	Unison
	_	Pupils build on this understanding in Yr5 when they	Curl	Twist	Matching
	I can work with a partner	learn to combine action, balance and shape to create	Tense	Wheeling	Mirroring
	to create, repeat and	complex extended sequences. Pupils will also learn to	Stretch	Star	Level
	improve a sequence with	perform their routines with greater consistency.	Relax	Pin	Speed
	at least three phases.		Fluency	Tuck	Shape
		In Yr4, cross curricular links can be made with the		Swing	
		Evaluation component of the Design and the Arts		Star	Health and
		curriculum in which pupils are taught to critically		Tuck	Fitness
		evaluate their own work and the work of others and use		Flight	Strength
		this information to improve their own work.		Sequence	Flexibility
					Warm Up
					Cool-down
				3.5	TT 1/1 1
Dance	I can take the lead when	In Yr3, pupils learn to improvise freely and translate	Sport and	Movement	Health and
Dance	I can take the lead when working with a partner	In Yr3, pupils learn to improvise freely and translate ideas from a stimulus into movement. They also learn	Sport and Competition	Movement Step	Fitness
Dance			-		
Dance	working with a partner	ideas from a stimulus into movement. They also learn	Competition	Step	Fitness
Dance	working with a partner	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work	Competition	Step Routine	Fitness Strength
Dance	working with a partner or group.	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to	Competition Dance	Step Routine Gesture	Fitness Strength Flexibility
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this	Competition Dance Control Copy Repeat	Step Routine Gesture Movement-	Fitness Strength Flexibility Fitness
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to	Competition Dance Control Copy Repeat Balance	Step Routine Gesture Movement- Memory Transfer of Weight	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate	Competition Dance Control Copy Repeat Balance Flexibility	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching Mirroring	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim	Fitness Strength Flexibility Fitness Warm Up
Dance	working with a partner or group. I can use dance to	ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also	Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat	Step Routine Gesture Movement- Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set	Fitness Strength Flexibility Fitness Warm Up

Movement Athletics	I can run over a long distance.	In Yr3, pupils practise running at different speeds and changing speed and direction. They also learn to take	Sport and Competition	Control Balance	Decision Making Safe
	I can sprint over a short	part in a running relay. In Yr4, pupils learn how to run at an appropriate pace over a specific distance. They also	Athletics Cross Country	Strength Extension	Risk Space
	distance.	learn to throw and jump in new and different ways. Pupils will build on this learning in Yr5 when they learn	Javelin Shotput	Coordination Consistency	Pacing
	I can throw in different ways.	to combine running and jumping and jump using a controlled take-off and landing. They will also learn to	Long jump Standing long jump	Copy Repeat	Health and Fitness
	I can hit a target.	throw with increased accuracy.	Speed Bounce Triple jump	Grip Ready Position Stance	Exercise Training Muscular
	I can jump in different ways.		High jump Track Race	Pacing	strength Muscular
			Field Relay Baton Relay Changeover Hurdles	Movement Run Sprint Jog Jump Throw Push Release Power Acceleration Deceleration Reaction time Endurance Agility	endurance Short term effect Long term effect

Health and	I can describe the short-	In Yr3, pupils learn why warming up before an activity is	Health and Fitness	Decision Making
kercise	term physiological effects	important. Pupils also learn how to independently follow	warm up	Choice
	exercise has on my body.	a recipe to prepare a healthy snack and develop a better	Cool-down	Healthy choices
	, and a second s	understanding of how to eat a balanced diet. In Yr4,	Short term effect	Unhealthy choices
	I can understand the	pupils learn to describe the short-term physiological	Long term effect	
	concept of a balanced	effects exercise has on their bodies. Pupils will also learn	breathing	
	diet.	about different food groups and the importance of eating	Heart	
		a balanced diet. Pupils will use and apply this	Heart rate	
	I can understand how	understanding when planning/preparing a meal that	Blood	
	diet affects my heath and	includes a variety of food groups. Pupils will build on	Oxygen	
	can identify examples of	this learning in Yr5 when they learn to describe the long-	Carbon dioxide	
	different food groups.	term physiological effects that regular, safe exercise has	Lungs	
		on their body. They will also learn to consider how the	Recovery	
	I can plan/prepare a meal	body reacts during different types of exercise, and learn	Injury	
	that includes a variety of	to warm up and cool down in ways that suit the activity.	Muscles	
	food groups.	They will also learn to name all the major food groups	Healthy	
		and learn to explain the short and long-term	Diet	
		physiological effects of eating a balanced diet.	Balanced diet	
			Carbohydrates	
		In Yr4, cross curricular links can be made with the	Protein	
		Science and Computing curriculum in which pupils are	Fruit and Vegetables	
		taught to describe the simple functions of the basic parts	Dairy	
		of the digestive system in humans and to identify the	Fats	
		different types of teeth in humans and their simple	Hydration	
		<u>functions.</u>	Dehydration	
		Further cross curricular links can be made to the		
		Wellbeing Curriculum in which pupils explain how and		
		why it is important to look after themselves.		

Curriculum	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Curriculum Area Games	I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racket. I can field. I choose a tactic for defending and attacking. I use a number of techniques to pass, dribble and shoot.	In Yr4 pupils learn to throw, catch and hit a ball with a high degree of accuracy and catch with one hand. Pupils also learn to develop their tactical awareness by adapting skills depending on the context of the game. In Yr5, pupils learn strategies for gaining possession by working as a team. They also develop a variety of strategies for passing, dribbling and shooting. Pupils also develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending. These skills will be built upon in Yr6 when pupils learn to set up and lead games with greater independence. Pupils will learn to explain and stick to agreed rules. Pupils will learn how to make a team, communicate a plan and lead others in a game like situation.	Sport and Competition Over Innings Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in Free hit Foot foul Handball Back-pass Footwork Travelling Obstruction Wide No ball Forward pass Knock-on In-touch Teamwork and Tactics Communicate Strategy Pressure Cover	Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Jab tackle Intercept Short Barrier Long Barrier Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise
			Strategy Pressure	Backlit Follow through	Cool-down Fitness

Gymnastics	I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences.	In Yr4 pupils learn to include a change of speed and direction and a range of shapes to create controlled performances. Pupils also learn to create, repeat and improve a sequence with at least three phases. In Yr5, pupils learn to combine action, balance and shape to create complex extended sequences. Pupils also learn to perform their routines with greater consistency. Pupils build upon this learning in Yr6 when they learn to combine their own work with that of others and sequences routines to specific timings.	Sport and Competition Gymnastics Apparatus Control Flexibility Extension Curl Tense Stretch Relax Fluency	Movement Action Roll Sequence Spin Travel Step Gesture Twist Wheeling Star Pin Tuck Swing Star Tuck Flight	Decision Making Safe Risk Space Trigger Transition Linking Cannon Unison Matching Mirroring Level Speed Shape Health and Fitness
Donne	T		Control Compatition	Sequence	Strength Flexibility Warm Up Cool-down
Dance	I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.	In Yr4 pupils learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Now pupils learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also perform dances to a musical accompaniment. Pupils will build upon this learning in Yr6 when pupils learn to make personal choices relating to the style of their dance and the music that accompanies it. In Yr5, cross curricular links can be made with the Making Music component of the Design and the Arts curriculum in which pupils are challenged to play and perform in solo and ensemble contexts.	Sport and Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat Rhythm Clarity Accuracy Consistency	Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan Movement Step Routine Gesture Movement-Memory Transfer of Weight	Health and Fitness Strength Flexibility Fitness Warm Up Cool-down

Marramont	I am controlled when	In Vad punils loam hour to mun at an appropriate and a	Cmont and	Control	Dagisian Malsing
Movement Athletics	taking off and landing.	In Yr4 pupils learn how to run at an appropriate pace over a specific distance. They also learn to throw and	Sport and Competition	Balance	Decision Making Safe
Aunetics	taking on and landing.	jump in new and different ways. In Yr5, pupils learn	Athletics	Strength	Risk
	I can throw with accuracy.	to combine running and jumping and jump using a	Cross Country	Extension	Space
	i can throw with accuracy.		Javelin	Coordination	Pacing
	I	controlled take-off and landing. They also learn to	1 -		racing
	I can combine running and	throw with increased accuracy. Pupils will build	Shotput	Consistency	TT a state and
	jumping.	upon this learning in Yr6 when they learn to	Long jump	Сору	Health and
		demonstrate pacing and stamina.	Standing long jump	Repeat	Fitness
			Speed Bounce	Grip	Exercise
			Triple jump	Ready Position	Training
			High jump	Stance	Muscular
			Run-up	Pacing	strength
			Track	Landing	Muscular
			Race		endurance
			Field	Movement	Short term effect
			Relay	Run	Long term effect
			Baton	Sprint	
			Relay Changeover	Jog	
			Hurdles	Jump	
				Throw	
				Push	
				Release	
				Power	
				Landing	
				Acceleration	
				Deceleration	
				Reaction time	
				Endurance	
				Agility	

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Health and	I can describe the long-term	In Yr4, pupils learn to describe the short-term	Decision Making	Health and Fitness
Exercise	physiological effects that	physiological effects exercise has on their bodies.	Choice	warm up
	regular, safe exercise has on	Pupils also learn about different food groups and the	Healthy choices	Cool-down
	my body.	importance of eating a balanced diet. Pupils use and	Unhealthy choices	Short term effect
	I can explain how the body	apply this understanding when planning/preparing a		Long term effect
	reacts during different	meal that includes a variety of food groups. In Yr5,		breathing
	types of exercise, and warm	pupils learn to describe the long-term physiological		Heart
	up and cool down in ways	effects that regular, safe exercise has on their body.		Heart rate
	that suit the activity	They also learn to consider how the body reacts		Blood
		during different types of exercise, and learn to warm		Oxygen
	I can name and identify the	up and cool down in ways that suit the activity. They		Carbon dioxide
	different food groups.	also learn to name all the major food groups and		Lungs
		learn to explain the short and long-term physiological		Recovery
	I understand and can	effects of eating a balanced diet. Pupils will build		Injury
	explain the short and long	upon this understanding in Yr6 when they learn how		Muscles
	term physiological effects	to prepare for, and recover from, physical activities		Training
	of eating a balanced diet.	and how different types of exercise contribute to their		Flexibility
		fitness and health. Pupils will also learn to interpret		Cardiovascular
		the nutritional information on food packaging and		fitness
		make informed judgments on how it fits into a		Muscular strength
		balanced diet. Pupils plan/prepare a meal plan that		Muscular
		provides a balanced diet over a period of time.		endurance
				Healthy
		In Yr5, cross curricular links can be made with the		Diet
		Wellbeing Curriculum in which pupils give examples		Balanced diet
		of ways in which keeping healthy physically and		Carbohydrates
		spiritually will help their mental health.		Protein
				Fruit and
				Vegetables
				Dairy
				Fats
				Hydration
				Dehydration

	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Curriculum Area Games	I can play to agreed rules. I can explain rules to others. I can referee/umpire. I can make a team and communicate a plan. I can lead others in a game situation.	In Yr5, pupils learn strategies for gaining possession by working as a team. They also develop a variety of strategies for passing, dribbling and shooting. Pupils also develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending. In Yr6, pupils learn to set up and lead games with greater independence. Pupils learn to explain and stick to agreed rules. Pupils learn how to make a team, communicate a plan and lead others in a game like situation. Pupils will build upon this learning in KS3. In Yr6, cross curricular links can be made with the Outdoor Learning curriculum in which pupils take responsibility for planning, resourcing and running outdoor learning sessions. This will involve leading others in game-like situations.	Sport and Competition Over Innings Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in Free hit Foot foul Handball Back-pass Footwork Travelling Obstruction wide No ball Forward pass Knock-on In-touch Teamwork and Tactics Communicate Strategy Pressure Cover Marking Pass and Move Possession Width Scanning	Concepts and Vocabula Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Intercept Short Barrier Long Barrier Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training
			Possession Width	Strike	Exercise

Gymnastics	I can combine my own work with that of others. I can sequence routines to specific timings.	In Yr5, pupils learn to combine action, balance and shape to create complex extended sequences. Pupils also learn to perform their routines with greater consistency. In Yr6, pupils learn to combine their own work with that of others and sequences routines to specific timings. Pupils will build upon this learning in KS3.	Sport and Competition Gymnastics Apparatus Control Flexibility Extension Curl Tense Stretch Relax Fluency	Movement Action Roll Sequence Spin Travel Step Gesture Twist Wheeling Star Pin Tuck Swing Star Tuck Flight Sequence	Decision Making Safe Risk Space Trigger Transition Linking Cannon Unison Matching Mirroring Level Speed Shape Health and Fitness Strength Flexibility Warm Up Cool-down
Dance	I can develop sequences in a specific style. I can choose my own music and style.	In Yr5, pupils learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also perform dances to a musical accompaniment. Now pupils learn to make personal choices relating to the style of their dance and the music that accompanies it. Pupils will build upon this learning in KS3. In Yr6, cross curricular links can be made with the Making Music component of the Design and the Arts curriculum in which pupils are challenged to improvise and compose music for a range of purposes using the inter-related dimensions of music.	Sport and Competition Dance Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat Rhythm Clarity Accuracy Consistency	Movement Step Routine Gesture Movement-Memory Transfer of Weight Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan Contemporary Dance Ballet Street Dance Ballroom Latin Dance Tap Dance	Health and Fitness Strength Flexibility Fitness Warm Up Cool-down

Movement	I can demonstrate pacing	In Yr5, pupils learn to combine running and jumping	Sport and	Control	Decision Making
Athletics	and stamina.	and jump using a controlled take-off and landing. They	Competition	Balance	Safe
		also learn to throw with increased accuracy. In Yr6,	Athletics	Strength	Risk
		pupils learn to demonstrate pacing and stamina. Pupils	Cross Country	Extension	Space
		will build upon this learning in KS3.	Javelin	Coordination	Pacing
			Shotput	Consistency	
		In Yr6, cross curricular links can be made with the	Long jump	Сору	Health and
		Science and Computing curriculum in which pupils	Standing long jump	Repeat	Fitness
		identify and name the main parts of the human	Speed Bounce	Grip	Exercise
		circulatory system, and describe the functions of the	Triple jump	Ready Position	Training
		heart, blood vessels and blood.	High jump	Stance	Muscular
			Run-up	Pacing	strength
			Track	Landing	Muscular
			Sprint		endurance
			Middle distance	Movement	Stamina
			Long Distance	Run	Short term effect
			Race	Sprint	Long term effect
			Field	Jog	
			Relay	Jump	
			Baton	Throw	
			Relay Changeover	Push	
			Hurdles	Release	
				Power	
				Landing	
				Acceleration	
				Deceleration	
				Reaction time	
				Endurance	
				Agility	

ealth and	I can explain how to	In Yr5 pupils learn to describe the long-term	Decision Making	Health and Fitness
Exercise	prepare for, and recover	physiological effects that regular, safe exercise has on	Choice	warm up
	from, physical activities.	their body. They also learn to consider how the body	Healthy choices	Cool-down
	- 1	reacts during different types of exercise, and learn to	Unhealthy choices	Short term effect
	I can explain how	warm up and cool down in ways that suit the activity.	-	Long term effect
	different types of exercise	They learn to name all the major food groups and learn		breathing
	contribute to my fitness	to explain the short and long-term physiological effects		Heart
	and health.	of eating a balanced diet. In Yr6, pupils learn how to		Heart rate
		prepare for, and recover from, physical activities and		Blood
	I can interpret the	how different types of exercise contribute to their		Oxygen
	nutritional information	fitness and health. Pupils also learn to interpret the		Carbon dioxide
	on food packaging and	nutritional information on food packaging and make		Lungs
	make informed	informed judgments on how it fits into a balanced diet.		Recovery
	judgments on how it fits	Pupils plan/prepare a meal plan that provides a		Injury
	into a balanced diet.	balanced diet over a period of time. Pupils will build		Muscles
		upon this information in KS3.		Training
	I can plan/prepare a meal			Flexibility
	plan that provides a	In Yr6, cross curricular links can be made with the		Cardiovascular
	balanced diet over a	Science and Computing curriculum in which pupils		fitness
	period of time.	identify and name the main parts of the human		Muscular strength
		circulatory system, and describe the functions of the		Muscular
		heart, blood vessels and blood. Further cross curricular		endurance
		links can be made when pupils are taught to recognise		Healthy
		the impact of diet, exercise, drugs and lifestyle on the		Diet
		way their bodies function and to describe the ways in		Balanced diet
		which nutrients and water are transported within the		Carbohydrates
		human body.		Protein
				Fruit and
				Vegetables
				Dairy
				Fats
				Hydration
				Dehydration